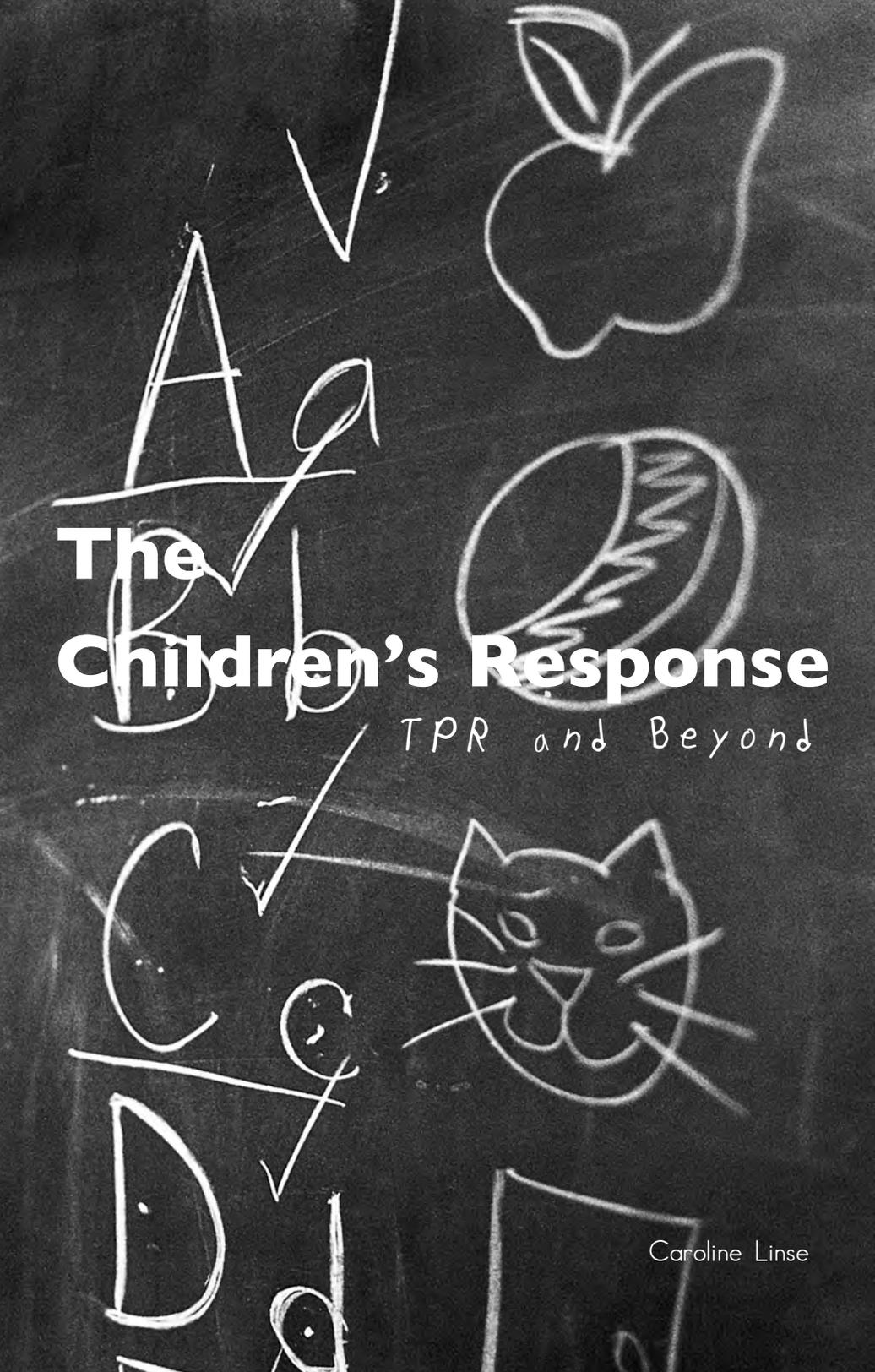


# The Children's Response

*TPR and Beyond*

Caroline Linse

A chalkboard background with white chalk drawings. On the left, the letters 'A', 'B', 'C', and 'D' are drawn in a simple, childlike style. On the right, there are drawings of an apple, a leaf, and a cat's face. The text 'The Children's Response' is written in a bold, white, sans-serif font across the middle of the board.

**The  
Children's Response**

*TPR and Beyond*

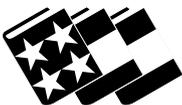
Caroline Linse

The Children's Response  
TPR and Beyond

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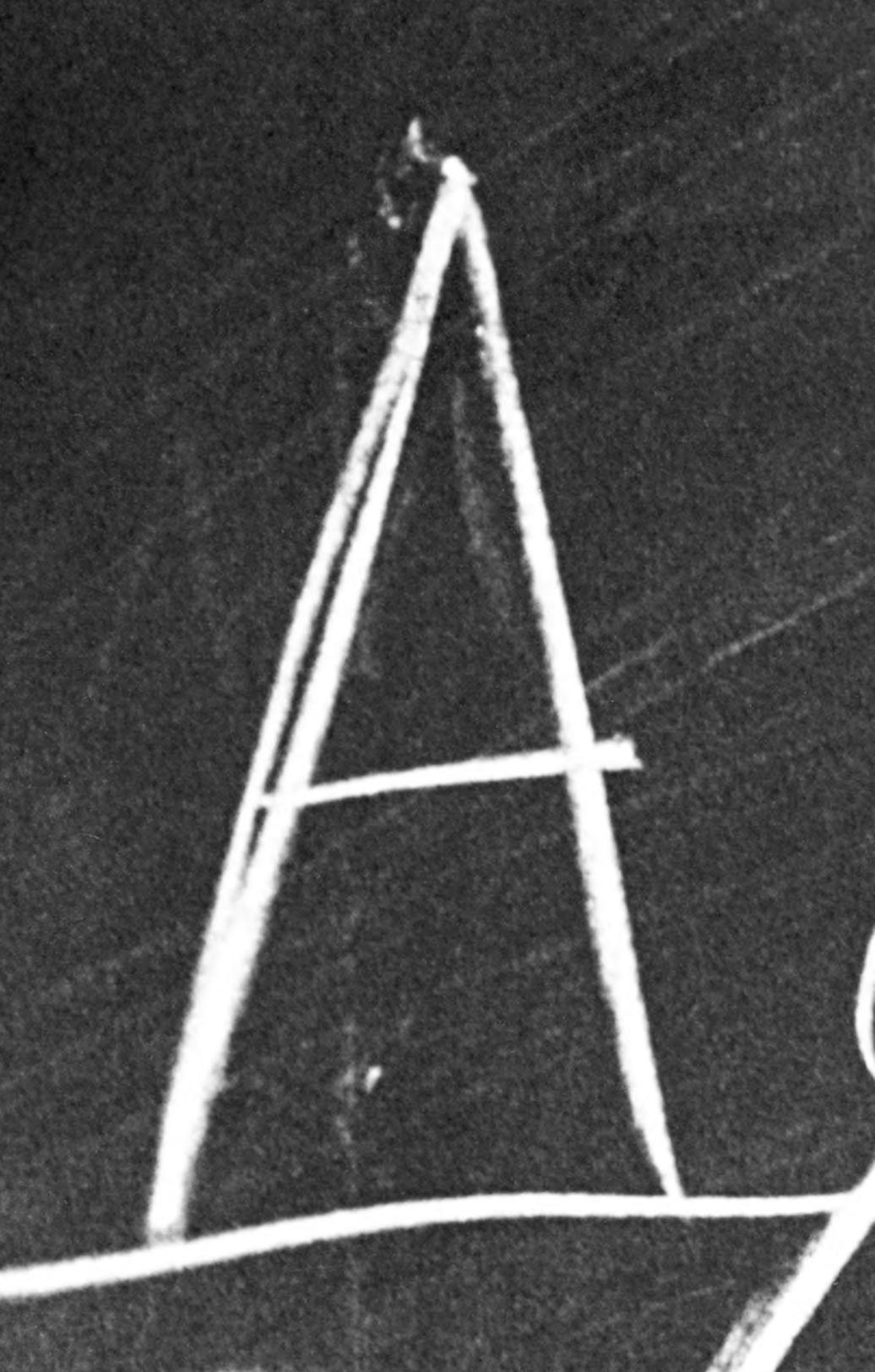
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*The Children's Response* is based on James J. Asher's Total Physical Response method. TPR takes into account that people learn best when they are actively involved—and understand the language they hear. This is especially true of children who developmentally have shorter attention spans and need to wiggle.

Each of the lessons included in the text provides practice with specific grammatical patterns that are troublesome for young EFL learners. These structures are introduced through TPR activities to give young learners a measure of control over both form and function. After the students are comfortable with a lesson, teachers can work on the target structure through games and drills. It also helps to set out the props that are used in the TPR lessons in a place where children can work with them independently: this encourages peer teaching.

The grammatical points found in *The Children's Response* are the same grammatical points presented in many English as a Second/Foreign Language programs for children. Each grammatical concept is presented twice. Either or both of the lessons may be used, but it is best to use only one lesson during a class session. The first of these paired presentations requires no preparation and the simplest of materials: paper, pencil, chalk, or crayons. The second will require slightly more preparation, and in some instances you may need to bring items from home. A limited number of vocabulary items and a maximum of one idiom are introduced in each lesson.

How you use *The Children's Response* will depend on a number of factors, including the students' age, level of English background, and willingness to participate in a group setting. When children are shy about speaking, they may become less inhibited about talking after pantomiming or carrying out the action sequences.

How much oral communication you want them to do will depend entirely on the nature of the group and the individual children who com-

prise it. Some children do not respond orally at first. Others mouth the words voluntarily when a sequence is being repeated a second or a third time. You may begin by asking the students to say key words such as *walk* or *soap*, etc. It's all right to exaggerate and be dramatic. Don't be afraid to do the absurd because children enjoy and remember the ridiculous. They also like to play the role of teacher, and these lessons make that possible.

Children will respond beautifully to the activities in this text if not pushed too hard. With a class of children of Kindergarten age to Grade Three, you can use the first five steps of each lesson. With older children, you may use the entire lesson.

The first few times, follow the procedures, and then be creative. You may wish to use costumes or have the children write a story or draw pictures to serve as prompting cues.

Though Total Physical Response was originally intended to be used as an approach to teach oral English, it can also be used effectively to introduce children to the written language. Children learn reading and writing skills best when they are taught in a purposeful and meaningful context. Research has found that children learn literacy skills more easily when they are integrated or combined with oral skills.

The TPR lessons in this book may be used as the basis for language experience stories. A language experience story is a group-authored story written about a shared experience. Children participate in an experience, and then retell or "dictate" the story to you, their teacher. Children watch as you print the story. Children adore reading and re-reading what they have "authored." When you write down words for them to read, it is a good idea to print using uppercase (CAPITAL) and lowercase letters, because it is easier for children to make out the words in printed letters than in cursive writing; and printed letters are what they see when they work with books.

- 1. Preparation.** Introduce the important vocabulary items.
- 2. Setting Up.** Have students sit in a circle or other informal arrangement. Set up the situation in front of the students. For some of the lessons you'll just need to grab a piece of chalk. For others you may need to bring items from home. Talk about what you'll be doing, i.e. "I'm getting ready to draw a picture."
- 3. Demonstration.** Read the lesson while you do the action.
- 4. Student Modeling.** Read the lesson while a student does the actions.
- 5. Reinforcement.** Repeat step number 4.
- 6. Total Class Participation.** Read the lesson and have the entire class carry out the instructions.
- 7. Variation.** Change the lesson sequence.

***Hints for teachers of children ages 5–8:***

- Review vocabulary
- Exaggerate the lesson with pantomime.
- Play with props.
- Use drills and games to reinforce the grammatical concept.
- Create your own sequence.

***Hints for teachers of children ages 9–11:***

- Have a student play teacher.
- Do a pictograph or written word record of the sequence.
- Ask more advanced students to do a sequence with less advanced or beginning students.
- Exaggerate the lesson with pantomime.
- Use drills and games to reinforce grammatical concepts.
- Create your own sequence.

**After doing some of the lessons, you may wish to select some to use as a basis for language experience stories.**

1. Choose a sequence from the book or adapt a group experience such as a cooking activity, science activity, or a field trip. For example, the class could peel and eat a banana and then describe the activities. This would be an adaptation of Eating Grapes on page 2.
2. Have the students act out the sequence.
3. While the sequence is being performed, or as soon as possible afterwards, have students tell you what they are doing or what has been done. Act as a secretary and write down exactly what the children say. As a group, have children edit the story. This is a very exciting stage.
4. Read the story together.
5. Students may copy and illustrate the story, using pictures and stick figures in place of some of the nouns.
6. Display the stories in a prominent place in the classroom. Some of the stories may be reproduced and sent home with the children as a class newspaper.



Concept: Imperative Commands

Example of: hop, run, walk

Materials: none

## Hop, Run, Walk

1. Hop.
2. Walk.
3. Run.
4. Jump.
5. Sit down and rest.
6. Get up.
7. Hop.
8. Walk.
- \*9. Run.
10. Walk.
11. Jump.
12. Sit down and rest.



*\*If doing this indoors, your next command might be "Stop".*



Concept: Imperative Commands

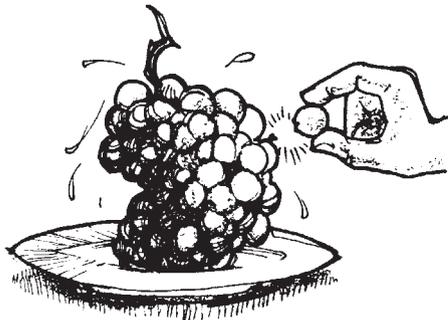
Example of: eat, chew, swallow

Materials: seedless grapes

## Eating Grapes

1. Look at grapes.
2. Turn on the water.
3. Put the grapes under the water.
4. Wash the grapes.
5. Don't use soap.
6. Shake the grapes dry.
7. Pick a grape.
8. Give it to a friend.
9. Pick another grape.
10. Chew it.
11. Chew it some more.
12. Swallow it.

*Strawberries and raisins are also good to use*



Concept: Commands

Example of: laugh, talk, run, cry

Materials: none

## Laugh or Cry

1. You're tired.
2. Rest.
3. You're sad.
4. Cry.
5. You're angry.
6. Run.
7. You're happy.
8. Laugh.
9. You have a story to tell.
10. Talk.
11. You're tired.
12. Rest.



Concept: Commands

Example of: cover, make, put

Materials: seeds, dirt, planting containers,  
cup of water

## Plant a Seed

1. Make a hole in the dirt.
2. Pick up the seed.
3. Put it in the hole.
4. Cover the seed with dirt.
5. Make another hole.
6. Pick up another seed.
7. Cover the seed with dirt.
8. Pick up the cup.
9. Pour a little water on the dirt.
10. Don't pour too much!
11. Put it on a shelf.
12. Come back and look tomorrow.



Concept: Present Continuous + I and You

Example of: I'm/you're walking/running/drawing

Materials: a piece of chalk

## The Picture

1. I will draw a picture.
2. I'm picking up the chalk.
3. I'm drawing a circle.
4. I'm drawing two eyes.
5. I'm drawing a nose.
6. I'm drawing a mouth.
7. I'm drawing you.
8. You're smiling.
9. You're happy.
10. Now, you're frowning.  
*Change smile to frown.*
11. You're sad.



Concept: Present Continuous I + You

Example of: I'm/you're walking/running/drawing

Materials: a pair of paper wings for a child to use

## A Flying Bird

1. You're a bird.
2. You're going to fly.
3. You're walking.
4. You're running.
5. You're running faster.
6. You're flapping your wings.
7. You're flapping *and* running.
8. WOW!
9. You're flying.
10. You're flying faster.
11. You're flying slower.
12. You're tired.
13. Good, you're resting.



Concept: The Definite Article

Example of: This is *the* book

Materials: a book

## Read the Book

1. Go to the bookshelf.
2. Look at the books.
3. Pick up a book.
4. Look at the book.
5. Open the book.
6. Read the book.  
*Look at pictures and turn pages.*
7. Close the book.
8. Put the book away.



Concept: The Definite Article

Example of: Cross *the* street

Materials: none\*

## Cross the Street

1. Walk to the curb.
2. Look up the street.
3. Look down the street.
4. A car is coming.
5. The car stopped.
6. Look up the street.
7. Look down the street.
8. No cars are coming.
9. Cross the street.
10. VERY GOOD!

*\*It is nice to do this as a mini-field trip.*



Concept: The Connective

Example of: and

Materials: none

## Listen

1. Listen.
2. Jump and hop.
3. Hop and clap.
4. Clap and run.
5. Run and sing.
6. Sing and sit down.
7. Clap and rest.
8. Get up and walk.
9. Walk and clap.
10. Run and sing
11. Sit and rest.



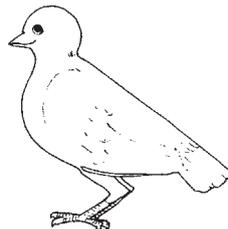
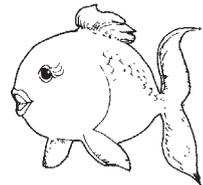
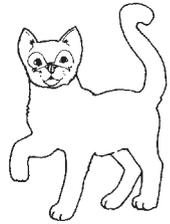
Concept: The Connective

Example of: and

Materials: \*pictures of: a cat, fish, dog and bird

## Pick the Animals Up

1. Look at the cat and the dog.
2. Pick up the cat and the dog.
3. Put the cat and the dog down.
4. Pick up the fish and the cat.
5. Don't let the cat get near the fish.
6. Put the cat and the fish down.
7. Pick up the fish and the bird.
8. Put the fish down.
9. Pick up the cat.
10. Look at the cat and the bird.
11. Don't let the cat eat the bird!
12. Put the bird and the cat down.
13. Oh, that's better.



*\*The relevant pictures in the appendix may be reproduced.*

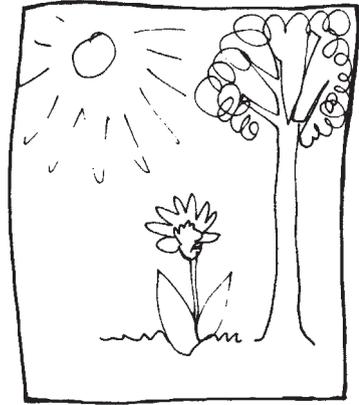
Concept: Demonstrative Pronouns

Example of: this/that

Materials: \*a piece of paper taped to the chalkboard and crayons

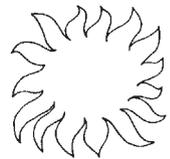
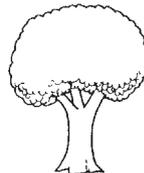
## A Pretty Picture

1. This is a crayon.
2. That is a piece of paper.
3. I will draw on that paper.
4. I'm drawing a tree.
5. That is a tree.
6. I will draw a sun with this crayon.
7. This is a sun.
8. That is a sun.
9. I'm drawing a flower.
10. That is a flower.
11. That is a picture.
12. This is a pretty picture.



*Show the difference between this and that by moving away from the picture to illustrate the concept, that.*

*\*Also see relevant pages in the appendix.*



Concept: Demonstrative Pronouns

Example of: this/that

Materials: a big shoe and a little shoe

## My Shoes Don't Match

1. This is a shoe.
2. That is a shoe.
3. This is a big shoe.
4. This is a little shoe.
5. This shoe is not the same as that shoe.
6. This is a big shoe.
7. That is a little shoe.
8. I can't wear this shoe with that shoe.
9. This is a little shoe.
10. That is a big shoe.



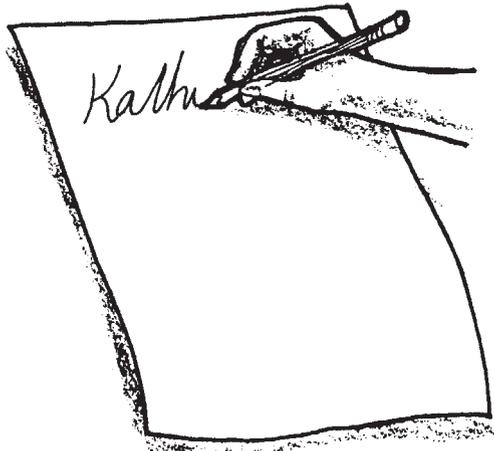
Concept: Possessive Pronouns

Example of: my/your

Materials: paper and a pencil

## Your Name On Your Paper

1. My name is \_\_\_\_\_ (name) \_\_\_\_\_.
2. Your name is \_\_\_\_\_ (name) \_\_\_\_\_.
3. Pick up your paper.
4. Put your paper on your desk.
5. Pick up your pencil.
6. Write your name on your paper.
7. Put your pencil down.
8. Look at your name.
9. Pick up your paper.
10. Give me your paper.



Concept: Possessive Pronouns

Example of: my/your

Materials: a coat

## My Coat?

1. This is my coat.
2. Oh, no my name is not on my coat.
3. My coat is green.
4. Your coat is green too.
5. My coat has four buttons.
6. Your coat has four buttons too.
7. Look in the pocket.
8. My paper was in my pocket.
9. It has my name on it.
10. This is my coat.
11. Where is your coat?



Concept: Possessive Pronouns

Example of: *her*

Materials: a piece of chalk

## Her

1. Pick up a piece of chalk.
2. Draw a girl.
3. Draw lots of hair.
4. Draw a line from the hair to the girl.
5. That's her hair.
6. Draw a shoe.
7. Draw a line from the girl to the shoe.
8. That's her shoe.
9. Draw a skirt.
10. Draw a line from the girl to the skirt.
11. That's her skirt.
12. Her name is LaRee.



Concept: Possessive Pronouns

Example of: *her*

Materials: popsicle sticks, glue, crayons, construction paper, scissors

## LaRee

1. Draw a picture of a girl.
2. Her name is LaRee.
3. Color her skirt.
4. Color her hair.
5. Color her shoes.
6. Color her ears.
7. Color her eyes.
8. Color her face.
9. She likes bananas.
10. Draw a banana in her hand.
11. Color her blouse.
12. Color the rest of her.
13. Cut LaRee out.
14. Meet LaRee!

*Use relevant picture in the appendix.*



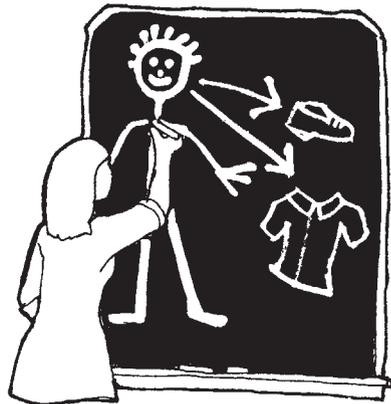
Concept: Possessive Pronouns

Example of: *his*

Materials: a piece of chalk

# His

1. Pick up the chalk.
2. Draw a boy.
3. Draw a shoe.
4. Draw a line from the boy to the shoe.
5. That's his shoe.
6. Draw a shirt.
7. Draw a line from the boy to the shirt.
8. That's his shirt.
9. Draw a pencil.
10. Draw a line from the boy to the pencil.
11. That's his pencil.
12. That's his shirt.
13. His name is George.



Concept: Possessive Pronouns

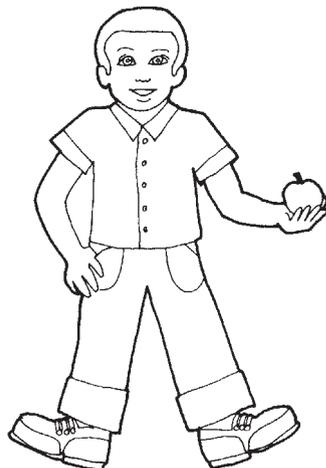
Example of: *his*

Materials: popsicle sticks, glue, crayons, construction paper, scissors

## George

1. Draw a picture of a boy.
2. His name is George.
3. Color his pants.
4. Color his shirt.
5. Color his hair.
6. Color his eyes.
7. Color his shoes.
8. He likes apples.
9. Draw an apple in his hand.
10. Color his face.
11. Color his hair.
12. Color the rest of him.
13. Cut George out.
14. Paste him to a stick.
15. Meet George!

*Use relevant picture in the appendix.*



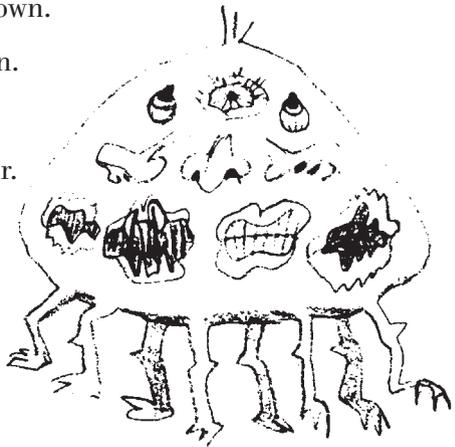
Concept: Countable Nouns

Example of: eyes, flowers

Materials: a piece of paper taped to the chalkboard,  
crayons

## A Monster

1. Make a monster.
2. Pick up the orange crayon.
3. Draw three eyes.
4. Put the orange crayon down.
5. Pick up the blue crayon.
6. Draw four mouths.
7. Put the blue crayon down.
8. Pick up the purple crayon.
9. Draw eight legs.
10. Put the purple crayon down.
11. Pick up the green crayon.
12. Draw three noses.
13. Look at the scary monster.



Concept: Countable Nouns

Example of: legs, flowers

Materials: flowers for making a lei, a threaded needle  
(paper flowers may also be used)

## A Lei\*

1. Pick up a flower.
2. Pick up a needle.
3. Put the needle through the flower.
4. Pick up another flower.
5. Put the needle through the flower.
6. Count the flowers.
7. Pick up another flower.
8. Put the needle through the flower.
9. Count the flowers.
10. Pick up another flower.
11. Put the needle through the flower.
12. Smell the flowers.
13. Look at the lei.
14. Put it on.
15. Take it off.
16. Give it to your friend.

\*A Hawaiian wreath or necklace.



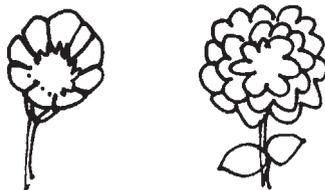
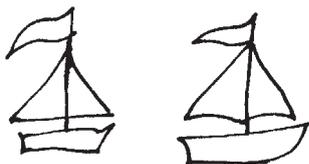
Concept: Noun Plurals

Example of: Two boats

Materials: a piece of chalk

## Two Boats

1. Draw one boat.
2. Draw another boat.
3. Erase two boats.
4. Draw one flower.
5. Draw another flower.
6. Erase two flowers.
7. Draw a can.
8. Draw another can.
9. Draw another can.
10. Erase two cans.
11. Erase one can.



Concept: Noun Plurals

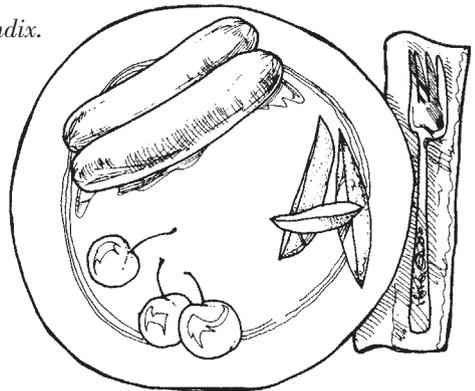
Example of: three cherries

Materials: \*a plate, pictures of: two hot dogs, three cherries, three French fries

## Lunch

1. I'm hungry.
2. I want some lunch.
3. Pick up a hot dog.
4. Pick up another hot dog.
5. Put the hot dogs on the plate.
6. Pick up the cherries.
7. Put the cherries on the plate.
8. Pick up two French fries.
9. Put the French fries on the plate.
10. Pick up another French fry.
11. Put it on the plate.
12. That is a funny lunch!

*\*Use relevant picture in appendix.*



Concept: Affirmative Responses

Example of: Yes, it is.

Materials: a piece of chalk

## Yes, It Is

1. Pick up the chalk.
2. Draw a picture of a girl in the class.  
(Look at the student as you draw.)
3. Is that \_\_\_\_\_ (*a girl, LaRee, Mary*) \_\_\_\_\_?
4. Yes, it is.
5. Put the chalk down.
6. Pick up the eraser.
7. Erase the girl.
8. Put the eraser down.
9. Pick up the chalk.
10. Draw a picture of a boy in the class.
11. Is that \_\_\_\_\_ (*a boy, José, Tom*) \_\_\_\_\_?
12. Yes, it is.
13. Pick up the eraser.
14. Erase the boy.



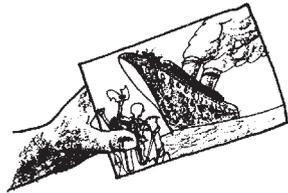
Concept: Affirmative Responses

Example of: Yes, it is.

Materials: three or four postcards\*

## Look At It

1. Pick up a postcard.
2. Look at it.
3. Is it a \_\_\_\_\_ (*object in picture*) \_\_\_\_\_?
4. Yes, it is.
5. Put the postcard down.
6. Pick up another postcard.
7. Look at it.
8. Is it a \_\_\_\_\_?
9. Yes, it is.
10. Put the postcard down.
11. Pick up another postcard.
12. Look at it.
13. Is it a \_\_\_\_\_?
14. Yes, it is.
15. Put the postcard down.



\*Try to choose postcards with one or two items on them.

Concept: Negative Responses

Example of: No, it isn't.

Materials: a piece of chalk

## No, It Isn't!

1. Pick up the chalk.
2. Draw a picture of a boy in the class.  
(Look at the student you're drawing as you draw.)
3. Is that \_\_\_\_\_?  
*Use another student's name*
4. No, it isn't.
5. Put the chalk down.
6. Is that \_\_\_\_\_?
7. No, it isn't.
8. Pick up the eraser.
9. Erase the boy.
10. Put the eraser down.
11. Pick up the chalk.
12. Draw a picture of a girl in the class.
13. Is that \_\_\_\_\_?
14. No, it isn't.
15. Is that \_\_\_\_\_?
16. No, it isn't.



Concept: Negative Responses

Example of: No, it isn't.

Materials: chocolate syrup, a pitcher of milk, a glass

## Chocolate Milk

1. Make some chocolate milk.
2. Pick up the pitcher of milk.
3. Pour some milk in a glass.
4. Is that chocolate milk?
5. No, it isn't.
6. Pick up the chocolate syrup.
7. Is that milk?
8. No, it isn't.
9. Pour the chocolate into the glass.
10. Is that plain milk?
11. No, it isn't.



Concept: Negative Imperatives

Example of: Don't pick up the crayon.

Materials: a piece of chalk, an eraser, a crayon

## Rainy or Sunny

1. Pick up a piece of chalk.
2. Don't put it down.
3. Draw a tree.
4. Don't draw a house.
5. Don't draw a sun.
6. Draw rain.
7. Put the chalk down.
8. Don't pick it up.
9. Don't pick up the crayon.
10. Pick up the eraser.
11. Don't erase the flower.
12. Erase the rain.
13. Don't erase the tree.
14. Put the eraser down.
15. Don't pick up the crayon.
16. Pick up the chalk.
17. Don't draw rain.
18. Draw a sun.



Concept: Negative Imperatives

Example of: Don't pick up the plate.

Materials: a plastic plate, a plastic cup, a plastic glass, a fork, and a spoon

## Don't Break It

1. Touch the glass.
2. Don't break it.
3. Pick up the plate.
4. Don't put the plate down.
5. Don't break it.
6. Pick up the fork.
7. Put the plate down.
8. Don't put the fork down.
9. Don't pick up the glass.
10. Put the fork down.
11. Don't touch the fork.
12. Touch the spoon.
13. Pick up the cup.
14. Don't break it.
15. Pick up the fork.
16. Don't pick up the plate.
17. All right, pick it up.
18. But, don't break it.



Concept: Wh Questions

Example of: What are you doing? What's your name?

Materials: none

## What Are You Doing?

- \*1. What's your name?
2. Jump.
3. What are you doing?
4. Stop.
5. Walk.
6. What are you doing?
7. Hop.
8. What are you doing?
9. Stop.
10. Run.
11. What are you doing?
12. Stop and rest.

*\*This requires at least two people for all stages, including the demonstration.*



Concept: Wh Questions

Example of: What are you doing? What's your name?

Materials: a badge (can be made out of aluminum foil)

## Lost

1. I'm a police officer.
2. Look at my badge.
3. You're lost.
4. What's your name?
5. How old are you?
6. Where do you live?
7. What's your mother's name?
8. What color is your house?
9. Are you hungry?
10. Are you thirsty?
11. I'll take you home.



Concept: Regular Past Tense

Example of: I washed my hands.

Materials: a piece of chalk

## My Bath

1. Draw a moon on the board.
2. Last night I was very dirty.
3. Last night I took a bath.
4. I washed my toes.  
(Point to toes)
5. I washed my feet.
6. I washed my ears.
7. I washed my nose.
8. I washed my fingers.
9. I washed my hands.
10. I washed my back.
11. It was hard to wash my back.
12. Now I am clean.



Concept: Regular Past Tense

Example of: I watched TV.

Materials: a picture of: house, phone, bed, light,  
toothbrush, TV, book, a piece of chalk

## Last Night

1. Draw a moon on the board.
2. Last night I walked home.
3. I talked on the phone.
4. I watched TV.
5. I brushed my teeth.
6. I crawled into bed.
7. I couldn't sleep.
8. I turned the light on.
9. I read a book.
10. I turned the light off.
11. I went to sleep.



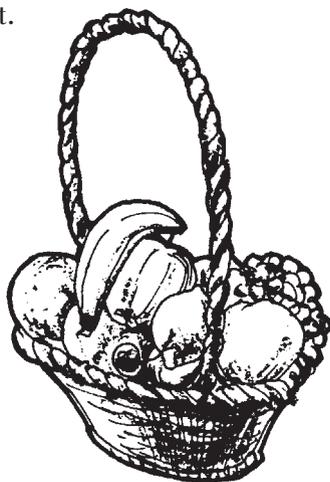
Concept: Adjectives

Example of: brown, green, yellow

Materials: pencils, crayons, paper

## Fruit Basket

1. Draw a brown basket.
2. Draw a green apple.
3. Draw a yellow banana.
4. Draw an orange orange.
5. Draw a red apple.
6. Draw a yellow lemon.
7. Draw a red cherry.
8. Draw a green grape.
9. Smell the fruit.
10. Look at the fruit basket.



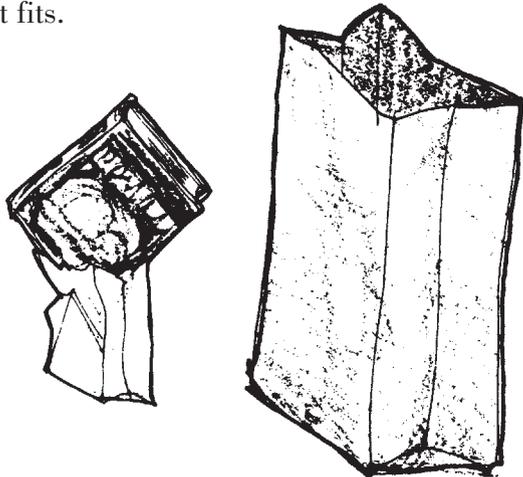
Concept: Adjectives

Example of: big, little

Materials: a big bag, a little bag, a big red book

## Big and Little

1. Look at the little bag.
2. Look at the red book.
3. Pick up the little bag.
4. Pick up the red book.
5. Put the red book in the little bag.
6. It doesn't fit.
7. Put the little bag down.
8. Pick up the big bag.
9. Put the book in the big bag.
10. Put the bag down.
11. Oh, good it fits.



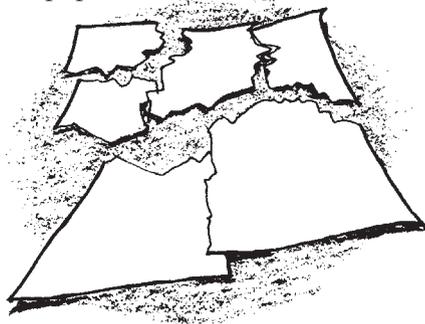
Concept: Irregular Plurals

Example of: one piece of, two pieces of

Materials: one piece of torn paper

## Torn Paper

1. Pick up a piece of paper.
2. Tear it in half.
3. Put one of the pieces of paper down.
4. Tear the other piece of paper in half.
5. Put both pieces of paper down.
6. Tear the other piece in half.
7. Put both pieces of paper down.
8. Count the pieces of paper.
9. Write your name on each piece of paper.
10. Pick up one of the pieces of paper.
11. Tear it in half.
12. Put both pieces of paper down.
13. Write your name on the pieces of paper.
14. Count all the pieces of paper.



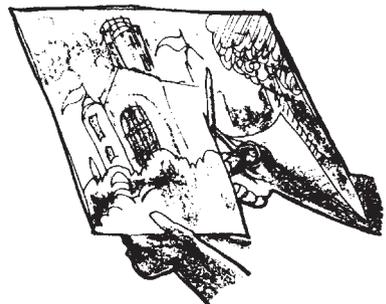
Concept: Irregular Plurals

Example of: one piece of, two pieces of

Materials: a picture drawn on a piece of paper,  
scissors

## A Puzzle

1. Pick up the piece of paper.
2. Cut the piece of paper in half.
3. Put one of the pieces of paper down.
4. Cut the other piece of paper in half.
5. Put one of the pieces of paper down.
6. Cut the other piece in half.
7. Put both pieces down.
8. Turn the pieces over.
9. Turn the pieces over again.
10. Mix them up.
11. WOW! You just made a puzzle.
12. Put the puzzle back together again.



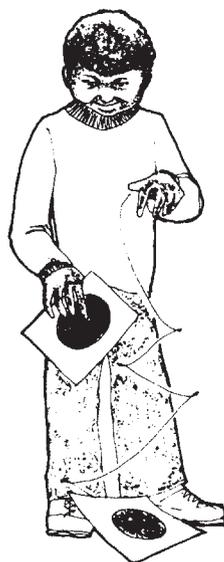
Concept: The Be Verb

Example of: is/are

Materials: a piece of paper taped to the chalkboard,  
crayons

## Balls

1. Pick up a red crayon.
2. Draw a ball.
3. This ball is red.
4. Draw another ball.
5. These balls are red.
6. Put the red crayon down.
7. Pick up a green crayon.
8. Draw a ball.
9. This ball is green.
10. Draw another ball.
11. Put the green crayon down.
12. These balls are green.
13. Those balls are red.
14. I can't bounce those balls.



Concept: The Be Verb

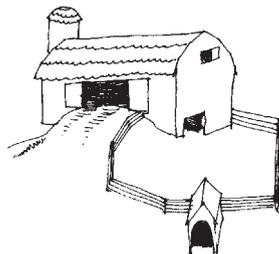
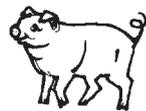
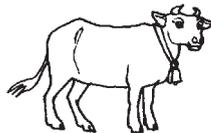
Example of: is/are

Materials: 3 cows } made out of construction  
2 dogs } paper with tape on the  
2 pigs } back of each

## The Farm

*In front of students draw a picture of: a pig pen, dog house and barn on the chalkboard.*

1. Pick up the animals.
2. Put a dog in the dog house.
3. A dog is in the dog house.
4. Put the other dog in the dog house.
5. The dogs are in the dog house.
6. Put the cows in the barn.
7. The cows are in the barn.
8. Put a pig in the pig pen.
9. A pig is in the pig pen.
10. The other pig is lonely.
11. Put the other pig in the pig pen.
12. The pigs are in the pig pen.
13. The animals are happy!



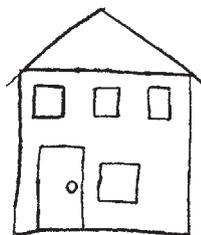
Concept: Shapes

Example of: circle, square, triangle

Materials: a piece of paper taped to the chalkboard,  
crayons

## An Ice Cream Cone and a House

1. Pick up a yellow crayon.
2. Draw a circle.
3. Put the yellow crayon down.
4. Pick up a brown crayon.
5. Draw a triangle under the circle.
6. Look at the ice cream cone.
7. Pick up a black crayon.
8. Draw a big square.
9. Draw a triangle on top of the square.
10. Draw a square window inside the big square.
11. Draw another square window.
12. Draw another square window.
13. Draw another square window.
14. Put the black crayon down.
15. Pick up a brown crayon.
16. Draw a door.
17. Put the brown crayon down.
18. Look at the ice cream cone.
19. Pick up a crayon.
20. Draw another circle of ice cream.
21. THAT'S BETTER!



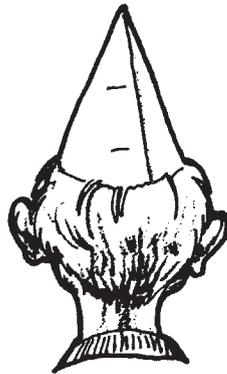
Concept: Shapes

Example of: circle, triangle

Materials: crayons, scissors, paper cut into the shape of a circle and a large triangle

## A Paper Hat

1. Find the circle.
2. Pick up the red crayon.
3. Trace the circle.
4. Put the crayon down.
5. Find the triangle.
6. Pick up the blue crayon.
7. Trace the triangle.
8. Put the crayon down.
9. Pick up the scissors.
10. Cut out the circle.
11. Cut out the triangle.
12. Put the scissors down.
13. Put both edges of the triangle together.
14. Staple the edges.
15. Put on your hat.
16. You look gorgeous!



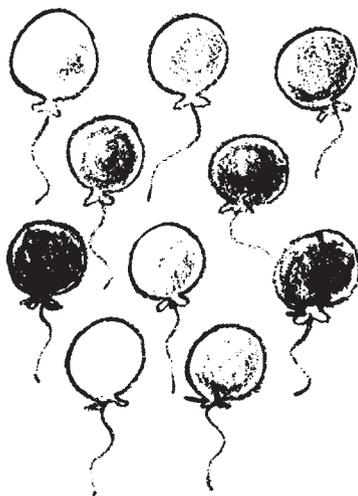
Concept: Colors

Example of: red, blue, green, brown, yellow, black,  
orange, purple

Materials: crayons and a piece of paper taped  
to the board

## Balloons

1. Draw a red circle.
2. Make it a red balloon.
3. Draw a blue circle.
4. Make it a blue balloon.
5. Draw a green balloon.
6. Draw a brown balloon.
7. Draw a yellow circle.
8. Make it a yellow balloon.
9. Draw a black balloon.
10. Draw an orange circle.
11. Make it an orange balloon.
12. Draw a purple balloon.
13. Draw a purple circle.
14. Make it a purple balloon.
15. Draw another red balloon.
16. Look at all the balloons.
17. Count them.
18. How many are there? (10)



Concept: Colors

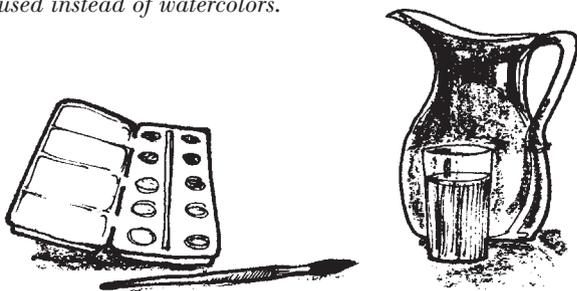
Example of: red, blue, green, brown, yellow, black,  
orange, purple

Materials: watercolors, paintbrush, a glass and  
a pitcher of water

## Color Mixing

1. Draw a red circle.
2. Pour some water in the glass.
3. Put the pitcher down.
4. Put the paintbrush in the water.
5. Put the paintbrush in the yellow paint.
6. Put the paintbrush back in the water.
7. Stir it.
8. Watch it turn yellow.
9. Put the paintbrush in the blue paint.
10. Put it back in the water.
11. Stir it.
12. Watch the water turn green.

*Note: This exercise may be repeated with blue and red to make purple or with yellow and red to make orange. Food coloring may also be used instead of watercolors.*



Concept: Numbers

Example of: one, two, three...

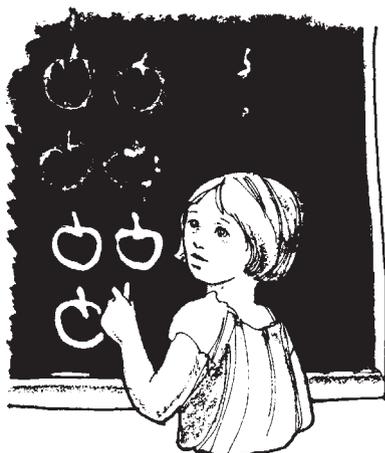
Materials: a piece of chalk

## Lots of Apples

- \*1. Pick up the chalk.
2. Draw lots of apples.
3. Draw some more apples.
- \*\*4. Close your eyes.
5. Open your eyes.
6. Oh, no! Seven apples are missing.
7. Draw nine more apples.
8. Close your eyes.
9. Open your eyes.
10. Oh, no! TEN APPLES ARE MISSING.
11. Draw eleven more apples.
12. Don't close your eyes!

*\*This demonstration requires at least two people for the initial modeling stages.*

*\*\*When the apples "disappear" erase them very lightly from the board.*



Concept: Numbers

Example of: one, two, three...

Materials: dice, a piece of chalk

## The Dice Game

1. Pick up the dice.
2. Throw the dice.
3. What did you get?
4. Pick up the chalk.
5. Write the number on the board.
6. Put the chalk down.
7. Pick up the dice.
8. Throw the dice.
9. What did you get?
10. Are you sure?
11. Count it again.
12. Pick up the chalk.
13. Write the number on the board.
14. Put the chalk down.
15. Ask a friend to play with you.



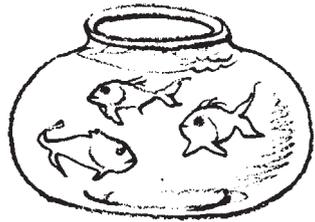
Concept: Prepositions

Example of: in

Materials: a piece of paper taped to the chalkboard,  
crayons

## Fish in a Fish Bowl

1. Pick up a black crayon.
2. Draw a fish bowl.
3. Put the crayon down.
4. Pick up a green crayon.
5. Draw a fish in the fish bowl.
6. Put the green crayon down.
7. The green fish is in the fish bowl.
8. Pick up an orange crayon.
9. Draw a fish in the fish bowl.
10. Draw another fish in the fish bowl.
11. Put the orange crayon down.
12. The orange fish are in the fish bowl.
13. Pick up a purple crayon.
14. Draw a fish in the fish bowl.
15. Put the purple crayon down.
16. A purple fish is in the fish bowl.
17. Draw some water in the fish bowl.
18. The fish like the water.



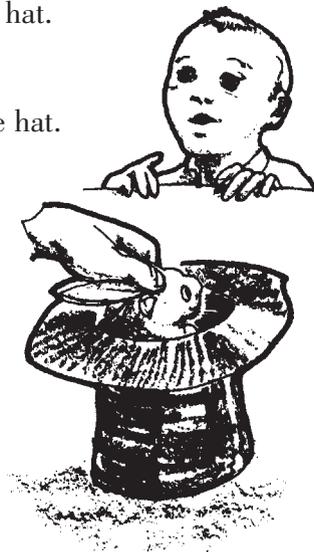
Concept: Prepositions

Example of: in

Materials: a toy rabbit and a hat

## In the Hat

1. Look at the hat.
2. Don't let anyone see.
3. Nothing is in the hat.
4. Have everyone close their eyes.
5. Hide the rabbit in the hat.
6. Is the rabbit in the hat?
7. Look in the hat.
8. Is the rabbit in the hat?
9. Look again.
10. Put your hand in the hat.
11. Here it is.
12. The rabbit was in the hat.



Concept: Prepositions

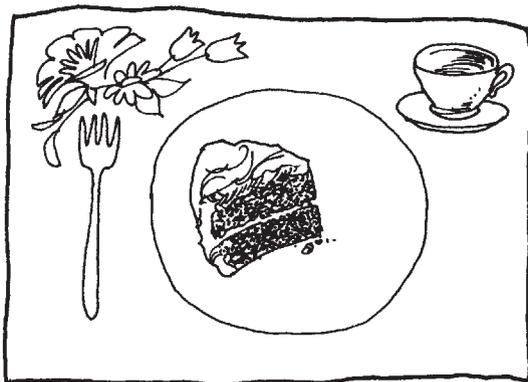
Example of: on

Materials: a piece of paper taped to the chalkboard  
(the paper should be horizontal), crayons

## The Place mat

1. Pick up a crayon.
2. Draw a cup on the place mat.
3. Draw a plate on the place mat.
4. The plate is on the place mat.
5. The cup is on the place mat.
6. Draw a fork on the place mat.
7. Draw some cake on the plate.
8. The fork is on the place mat.
9. The cake is on the plate.
10. Draw some flowers on the place mat.
11. Enjoy the cake!

*Children may wish to use the place mat for a special occasion.*



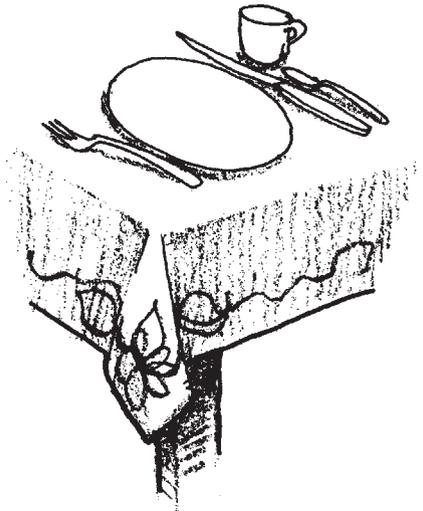
Concept: Prepositions

Example of: on

Materials: a cup, plate, fork, knife, and spoon

## Setting the Table

1. Pick up the cup.
2. Put it on the table.
3. The cup is on the table.
4. Pick up the plate.
5. Put it on the table.
6. The plate is on the table.
7. Pick up the fork.
8. Put it on the table.
9. The fork is on the table.
10. Pick up the knife.
11. Put it on the table.
12. The knife is on the table.
13. Pick up the spoon.
14. Put it on the table.
15. The spoon is on the table.
16. The table is set.



Concept: Prepositions

Example of: off

Materials: none

## Funny Positions

1. Put your foot on your knee.
2. Take your foot off your knee.
3. Put your foot on your chin.
4. Put your hand on your back.
5. Take your hand off your back.
6. Take your foot off your chin.
7. Put your chin on your hand.
8. Take your chin off your hand.
9. Put your chin on your knee.
10. Take your chin off your knee.
11. Pretend to put a hat on.
12. Pretend to put a ring on.
13. Pretend to take the hat off.
14. Pretend to take the ring off.



Concept: Prepositions

Example of: off

Materials: Two magnets, a nail, a steel paper clip  
an eraser, a button

## Two Magnets

1. Pick up the nail.
2. Put the nail on the magnet.
3. It sticks to the magnet.
4. Take the nail off the magnet.
5. Put the nail down.
6. Pick up the eraser.
7. Put the eraser on the magnet.
8. Push the eraser off the magnet.
9. Pick up the paper clip.
10. Put it on the magnet.
11. Take the paper clip off the magnet.
12. Put the paper clip down.
13. Pick up the other magnet.
14. Put both magnets together.



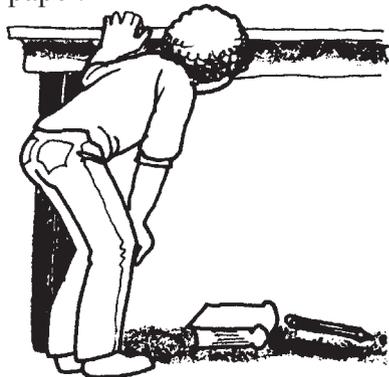
Concept: Prepositions

Example of: under

Materials: a table, chair, book, pencil, piece of paper

## Under the Table or Chair

1. Pick up the book.
2. Put it under the table.
3. Pick up the pencil.
4. Put it under the table.
5. Pick up the book.
6. Put it under the chair.
7. Pick up the piece of paper.
8. Put it under the chair.
9. Pick up the piece of paper.
10. Put it under the table.
11. Put it under the chair.
12. The piece of paper is under the chair.
13. Pick up the crayon.
14. Put it under the piece of paper.



Concept: Prepositions

Example of: under

Materials: (Prior to lesson make a tree, big bird, little bird, four eggs, nest, sun, and cat out of construction paper)

## The Bird

1. Tape a tree to the chalkboard.
2. Tape a big bird under the tree.
3. The bird is under the tree.
4. Tape an egg under the bird.
5. Tape another egg under the bird.
6. Tape another two eggs under the bird.
7. There are four eggs under the bird.
8. Tape a nest under the eggs.
9. The nest is under the eggs.
10. Tape a sun to the chalkboard.
11. Tape a cat under the nest.
12. The cat is looking up at the nest.
13. Tape some grass under the cat.

*Children enjoy talking about the cause and effect relationship between the cat, eggs, and bird.*



Concept: Prepositions

Example of: over

Materials: a pencil, a piece of chalk, a chair, a book

## Over

1. Put the pencil, chalk, and book on the floor.
2. Step over the pencil.
3. Step over the chalk.
4. Pick up the pencil.
5. Hold the pencil over the chair.
6. Put the pencil down.
7. Step over the chair.
8. Step over the book.
9. Pick up the book.
10. Hold the book over the chair.
11. Pick up the pencil and the chalk.



Concept: Prepositions

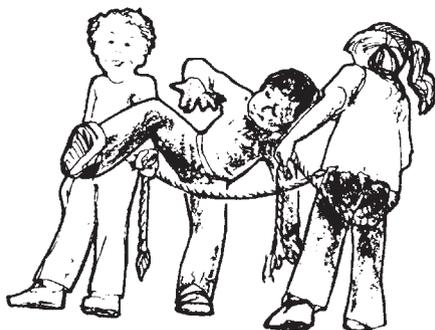
Example of: over

Materials: a rope

## The Rope Game

1. Pick up the rope.
2. Put the rope on the floor.
3. Step over the rope.
4. Pick two helpers.
5. Each helper holds an end of the rope.
6. Step over the rope.
7. Helpers, lift the rope a little.
8. Step over the rope.
9. Helpers, lift the rope a little.
10. Step over the rope.

*Continue this activity by having the helpers lift the rope higher and higher.*



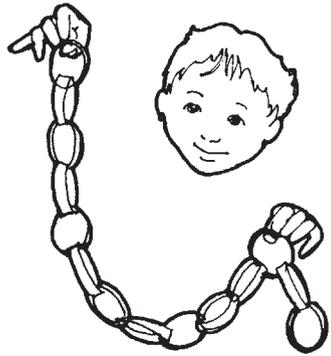
Concept: Prepositions

Example of: through

Materials: paper strips, glue

## Paper Chains

1. Pick up a paper strip.
2. Put some glue on one end.
3. Glue both ends together.
4. Pick up another strip.
5. Put some glue on one end.
6. Put the strip through the circle.
7. Glue both ends together.
8. Pick up another strip.
9. Put some glue on one end.
10. Put the strip through the circle.
11. Glue both ends together.
12. Pick up another strip.
13. Put some glue on one end.
14. Put the strip through the circle.
15. Glue both ends together.
16. That's a pretty paper chain.



Concept: Prepositions

Example of: through

Materials: a picture of: a boy, bear, bee, lion,  
mother, house

## Through the Roof

1. My brother came through the door.
2. A bear came through the door too.
3. A bee came through the window.
4. A lion came through the door.
5. A big bird came through the window.
6. The bear didn't like the lion.
7. The bear went through the door.
8. The bear broke the door.
9. The bird didn't like the lion.
10. The bird went through the window.
11. The lion was sad.
12. My mother was mad.
13. The lion went through the window.
14. The lion broke the window.
15. My mother went through the roof.



*Manipulatives for this exercise can be made very easily. Children enjoy making their own house, animals and people.*



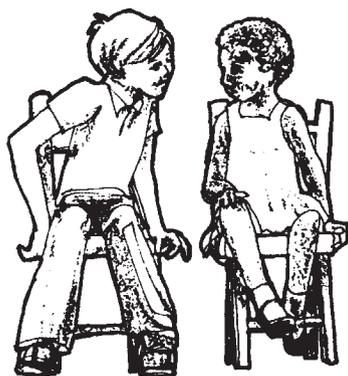
Concept: Two Word Verbs

Example of: Look at

Materials: pencil, paper book

## Look At It

1. Look at the boy.
2. Look at the paper.
3. Look at the book.
4. Look at the teacher.
5. Look at the pencil.
6. Look at the girl.
7. Look at the paper.
8.           (Student's name)          , pick up the paper.
9. Look at the girl with the paper.



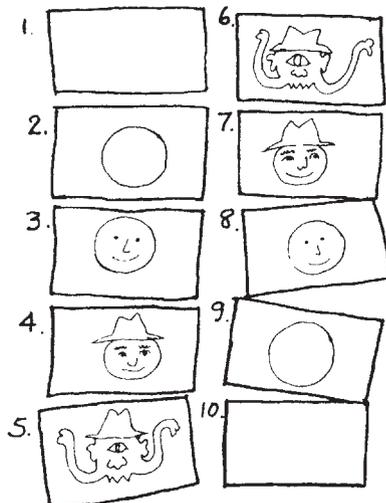
Concept: Two Word Verbs

Example of: Look at

Materials: Ten flash cards, two of each: blank, circle face, man, monster (arranged in order listed below)

## The Monster Comes and Goes

1. Look at the card.
2. Look at the circle.
3. Look at the face.
4. Look at the man.
5. Look at the monster.
6. Look at the monster.
7. Look at the man.
8. Look at the face.
9. Look at the circle.
10. Look at the card.
11. The monster is gone.



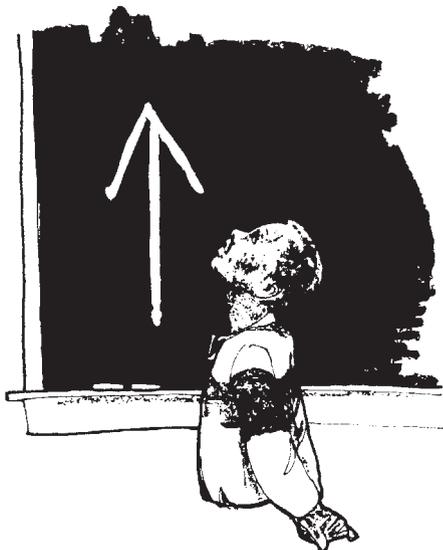
Concept: Adverbs of Direction

Example of: up, down

Materials: a piece of chalk

## Arrows

1. Go to the blackboard.
2. Pick up a piece of chalk.
3. Draw an arrow going up.
4. Look up.
5. Draw an arrow going down.
6. Look down.
7. Draw another arrow going up.
8. Draw another arrow going down.
9. Put the chalk down.
10. Sit down.



Concept: Adverbs of Direction

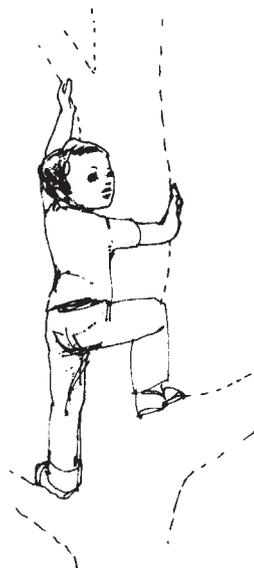
Example of: up, down

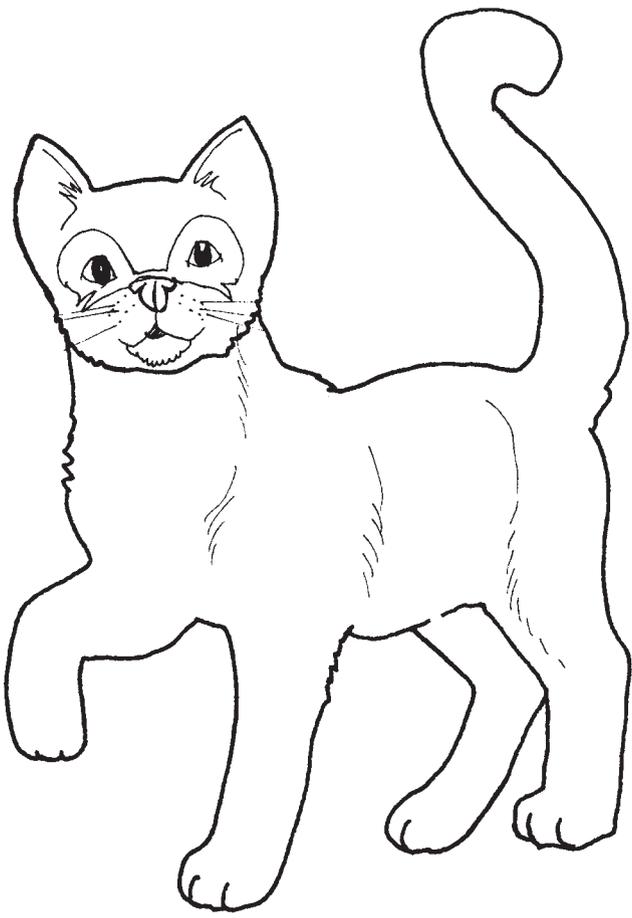
Materials: none

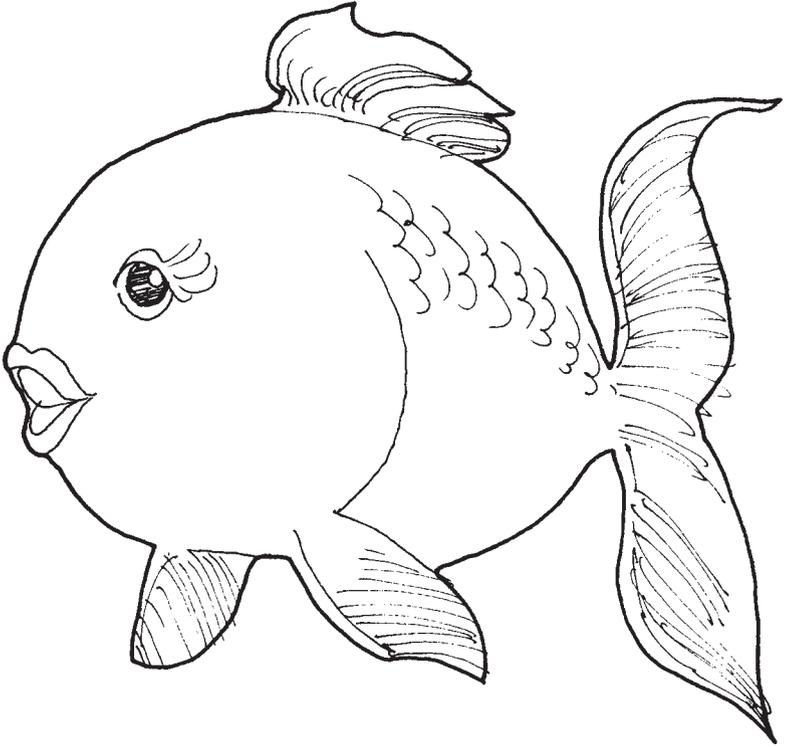
## Climbing

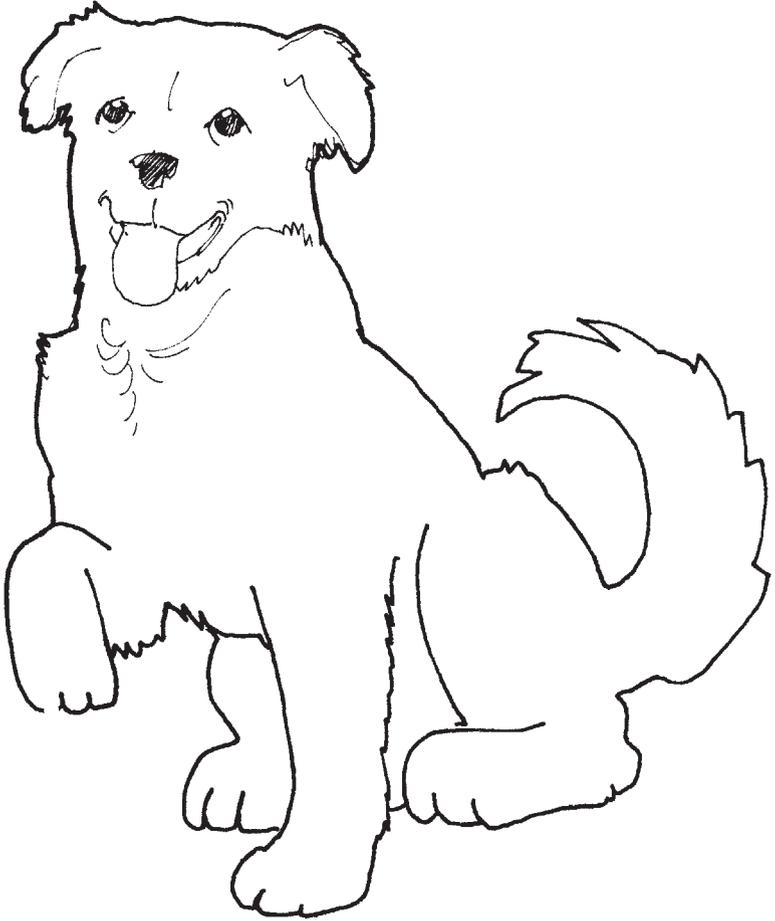
- \*1. You're going to climb up a tree.
2. Look at the tree.
3. It's a tall tree.
4. Lift up one foot.
5. Lift up the other foot.
6. Climb up.
7. Climb up.
8. Climb down.
9. Climb down.
10. Put one foot down.
11. Put the other foot down.
12. Sit down and rest.

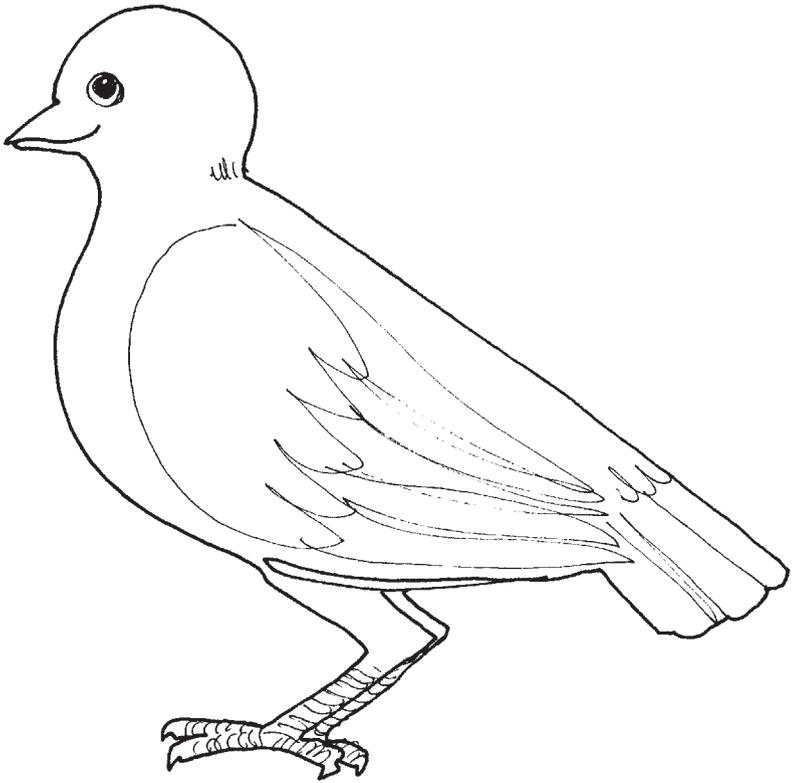
*\*This is especially successful if done outside next to a big tall tree.*

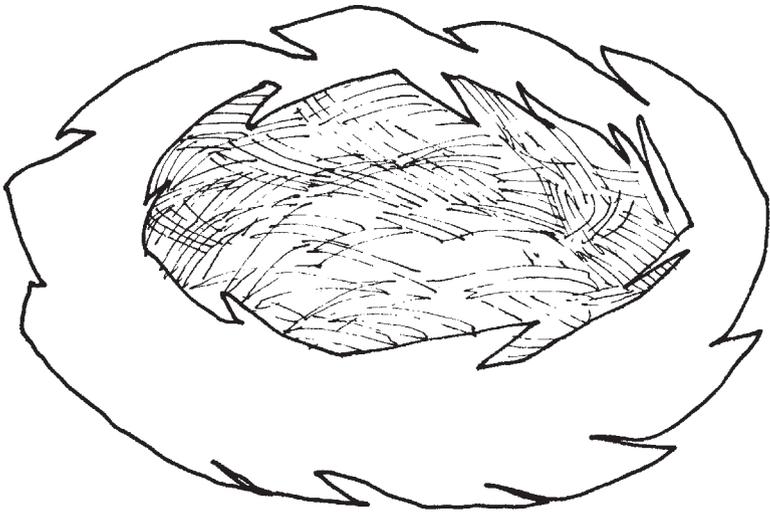


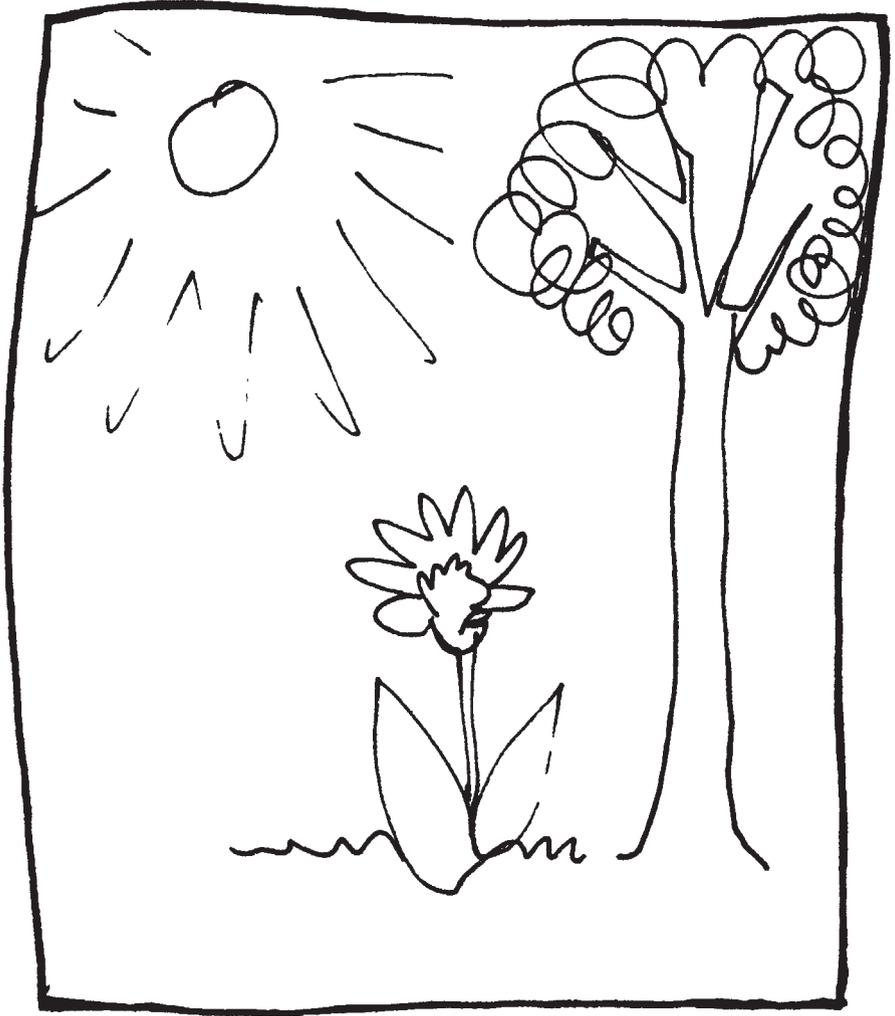


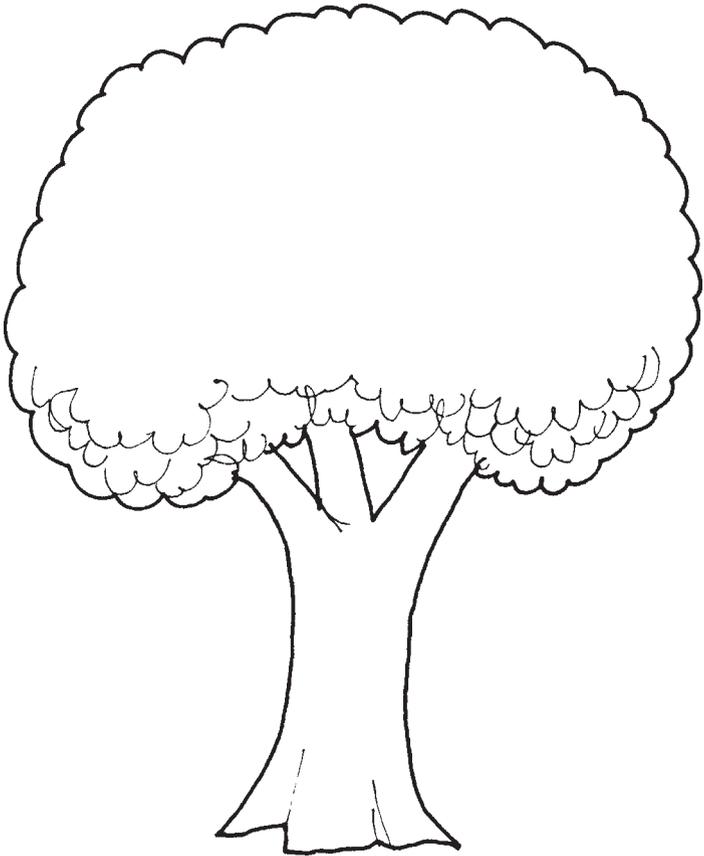


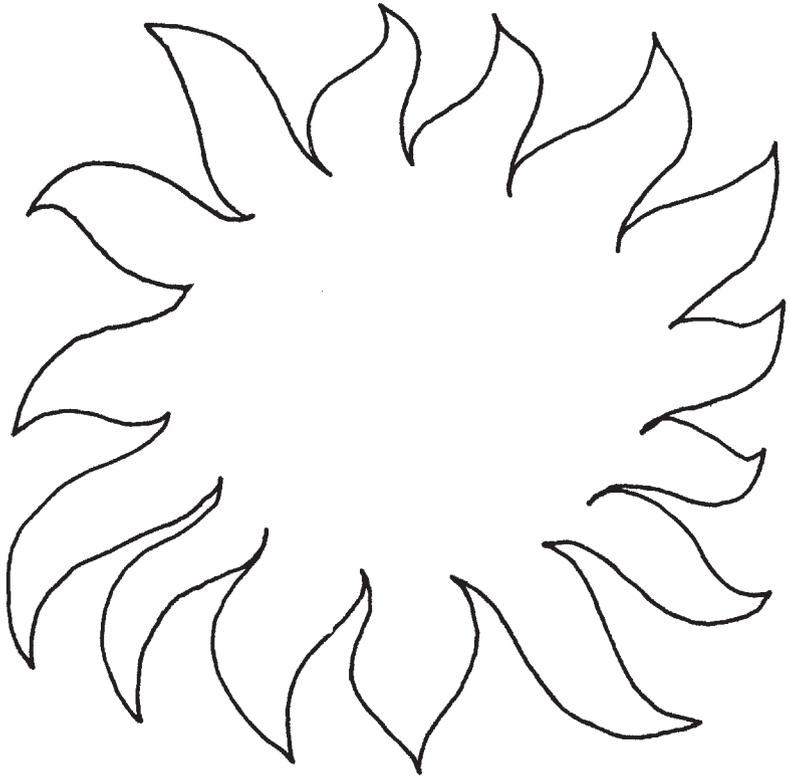


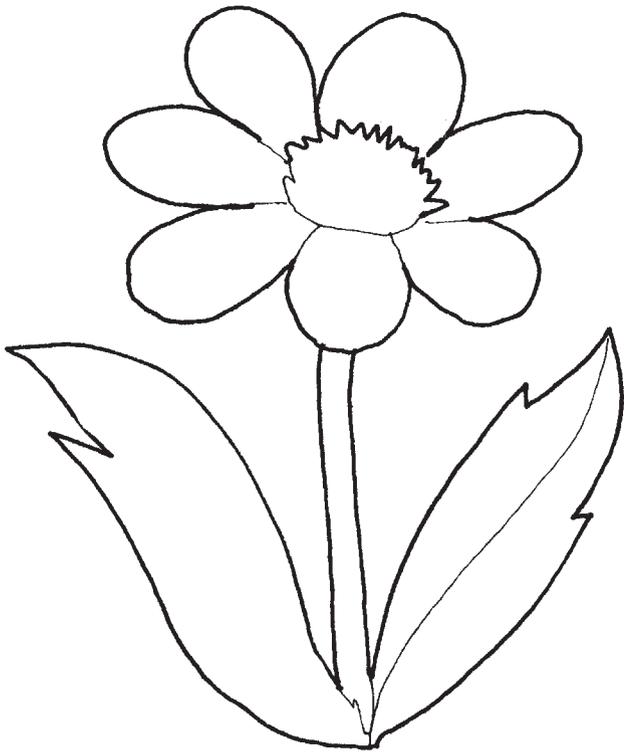




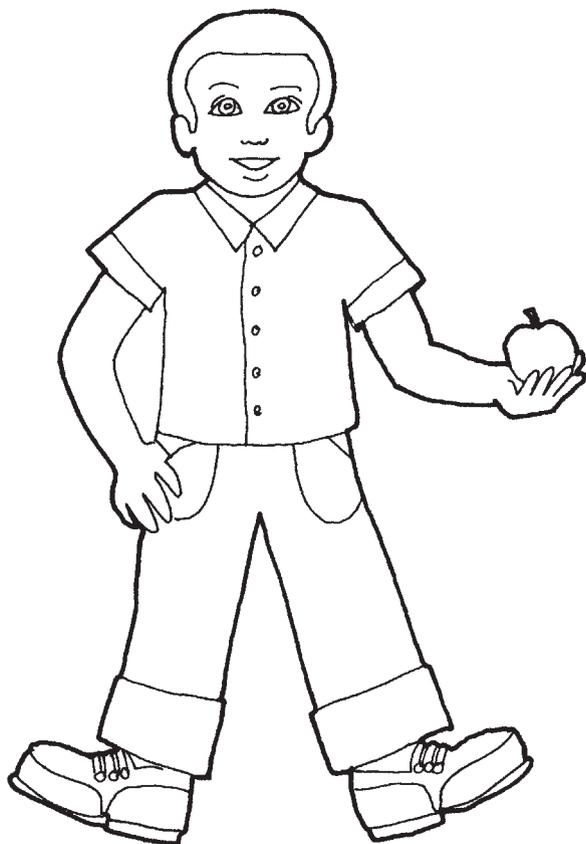


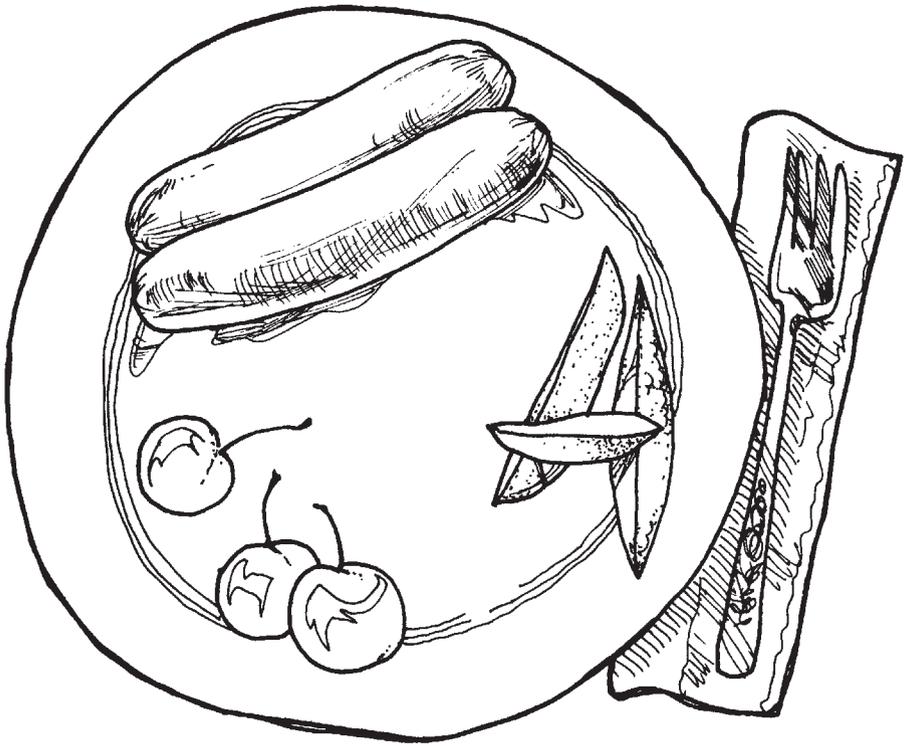


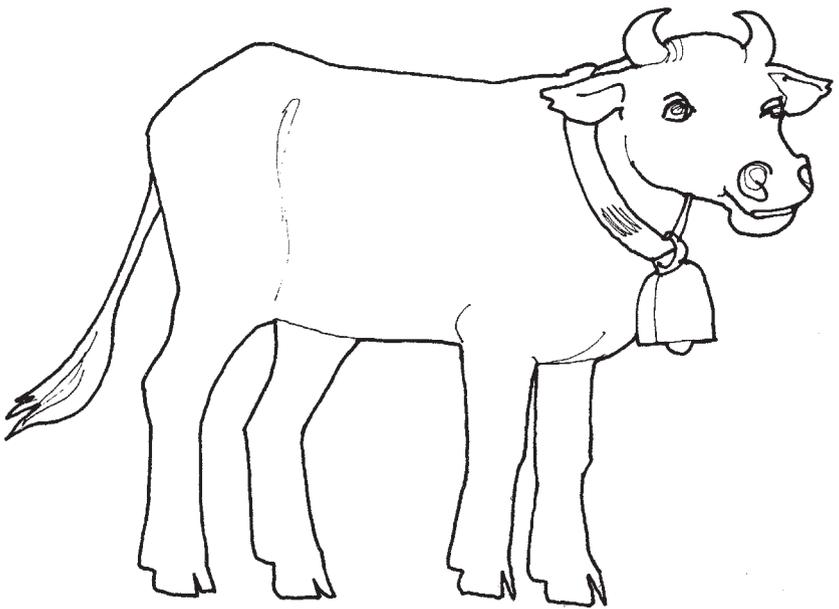


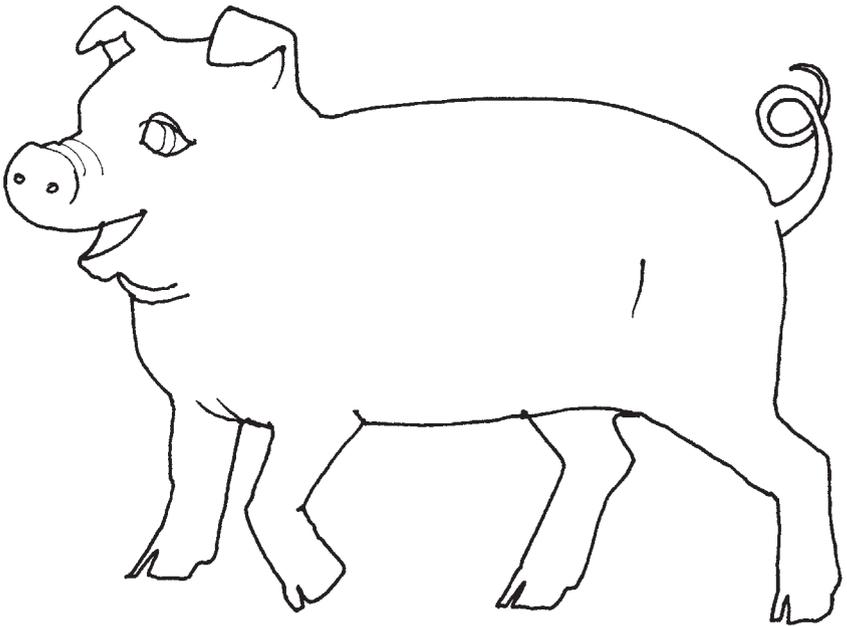






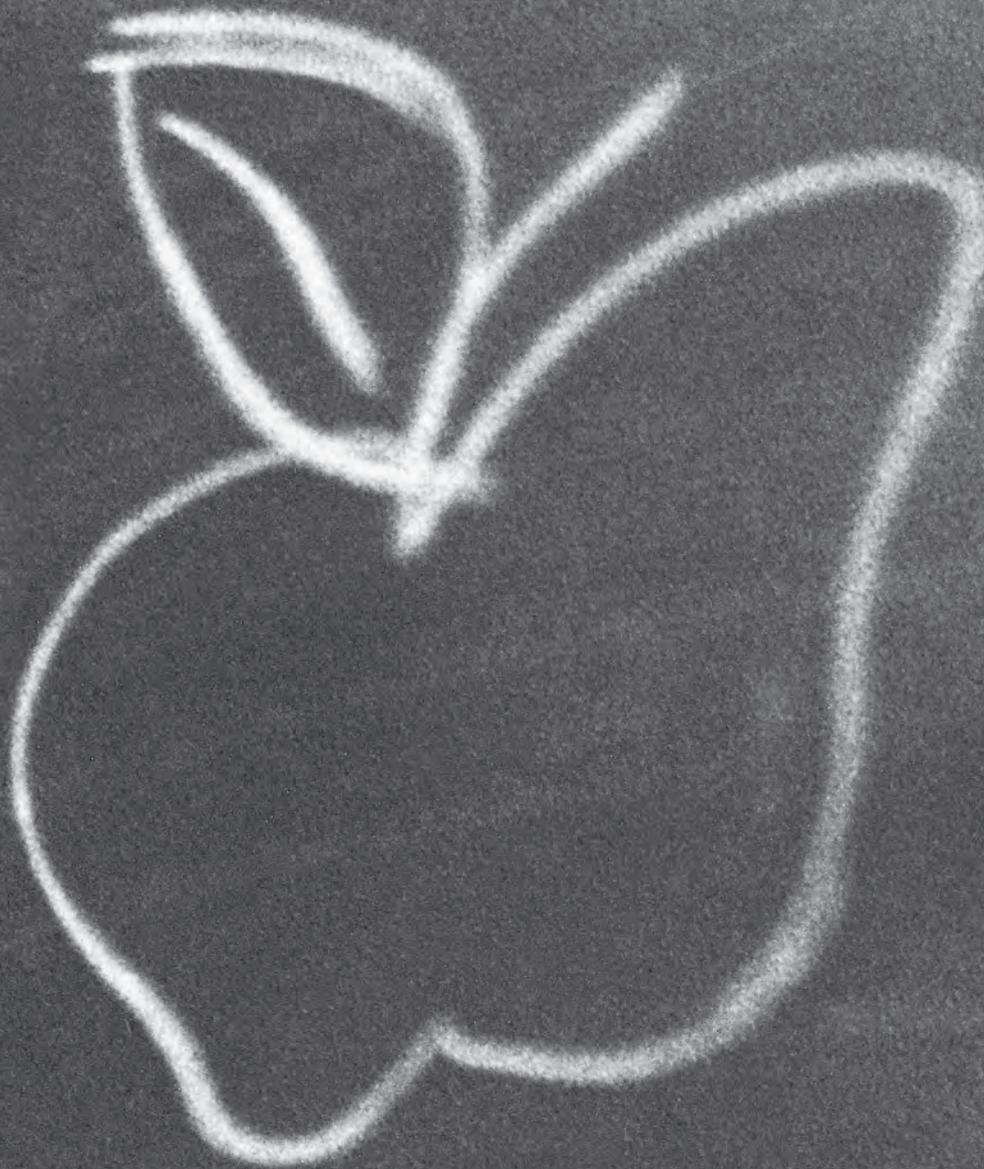






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